

An Experimental Study to Assess the Effectiveness of Structured Teaching Program Regarding Knowledge of Hysteria among Adolescence Students of Selected Area of School in Dehradun

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ABSTRACT

Hysteria is a complex and often misunderstood condition, particularly among adolescents. Structured teaching programs have shown promise in improving knowledge and understanding of mental health topics. The purpose of the study aims to evaluate the effectiveness of a structured teaching program in enhancing knowledge of hysteria among adolescent students. This experimental study employed a pre-test, post-test design. A sample of 60 adolescent students was randomly assigned. Knowledge of hysteria was assessed using a self-developed questionnaire at pre-test and post-test. Pré-test was done on the first day followed by the structured teaching program on second day and the effectiveness of program was then evaluated by comparing the knowledge score in pre-test and posters with the help of descriptive and inferential statics.

This study suggests that structured teaching programs can be an effective approach to improving knowledge and understanding of hysteria among adolescents. Implications for mental health education and future research are discussed.

KEYWORDS: Knowledge, hysteria, adolescence, Structure teaching program, Effectiveness

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INTRODUCTION

Adolescence is the transitional period between childhood and adulthood (10-19) typically occurring during the teenage years marked by physical emotional and social changes as person mature and develop their identities. Adolescence is marked by significant including rapid growth, sexual maturation and hormonal fluctuation these changes are driven by biological process such as puberty which typically begin. around ages of 10-14 in girls and slightly later in boys. adolescence is going through a period of intense psychological development; include the formation of identity self-esteem this process can lead to feeling of confusion insecurity and anxiety which may manifest as hysteria.

Hysteria in adolescence, historically referred to as "adolescent turmoil" or "teenage rebellion," can manifest as intense emotional outbursts, mood swings, and irrational behavior. It often stems from hormonal

changes, psychological development, peer pressure, and the struggle for independence. However, modern psychology has moved away from the term "hysteria" and instead focuses on understanding and supporting adolescents through this challenging stage of life. Adolescence is marked by significant hormone fluctuation which affect mood emotions and behavior these changes can contribute to high to heighten emotional reaction and instability. Adolescent often face peer pressure from peer to confirm to social norms which can create stress and conflict. Trying to fit in or rebel against peer expectation can lead to emotional turmoil and erratic behavior.

NEED OF THE STUDY

Hysteria is regarded as a symptom of emotional disturbance and mental disorder that is common among adolescent girls. It often occurs in schools during classes. Hysteria often begins with one student

and subsequently spreads to other students, as many as 20-50 at one time. Its bizarre symptoms include sudden shouting, struggling, crying for no reason, talking unintelligibly and body paralysis. Previous research on hysteria by psychologists, psychiatrists and physicians from an alternative Islamic approach has identified many factors that cause hysteria. Hysteria may be related to cultural factors or to individual values and beliefs. Psychologists believe that the main factor in hysteria is emotional stress experienced by the patient. The hysterical reaction is one way for these patients to release emotional stress. Teenagers who suffer from uncontrolled stress may express themselves through hysteria. Psychiatrists suggest that hysteria may occur as a result of extreme emotional stress arising from long, unresolved and unexpressed emotional conflicts. In 2008 and 2009, hysteria occurred frequently among adolescent students in Malaysia and involved students in both boarding schools and day schools. This is an alarming situation for schools and parents because this phenomenon has an effect on the learning process and a psychological impact on students. Therefore, this study examined the phenomenon of hysteria to identify its factors, symptoms and treatment. The respondents included 41 girls who experienced hysteria at one school in Selangor, Malaysia. This study was conducted with questionnaires and interviews. Hysteria can be caused by psychological factors, psychiatric disorders and the cultural and religious factors. Common symptoms of hysteria include difficulty sleeping, aches and pains, extreme anxiety, hallucinations and nightmares. Hysteria can have a psychological effect on adolescents who experience it. Therefore, ways of managing hysteria must be identified, especially from a psychological perspective.

STATEMENT OF THE PROBLEM:

An experimental study to assess the effectiveness of structured teaching program regarding knowledge of hysteria among adolescence student of selected area of school in Dehradun.

OBJECTIVE OF THE STUDY:

- To assess the knowledge regarding hysteria among adolescence
- To evaluate the effectiveness of structured teaching program regarding knowledge of hysteria among younger adults
- To determine association between post test score with their selected socio demographic variables.

HYPOTHESIS:

H₁= the post test score will be higher than their pre-test score as evidence by structured teaching program at 0.05 level of significant.

H₂=there will be significant association between pretest score with their selected demographic variable at 0.05 level of significant

OPERATIONAL DEFINITIONS

STUDY- A systematic investigation to gain knowledge or understanding.

ASSESS- it involves gathering data, analyzing information, making judgements or conclusions based on established criteria or standard

STRUCTURED TEACHING -it refers to a well-planned, organized, and systematic approach to teaching which include clear learning objectives and outcomes

KNOWLEDGE- knowledge refers to information and understanding that a person has gained through learning, experience, or observation.

HYSTERIA- it refers to a situation where people become extremely emotional or excited, often in an irrational way.

Adolescence-it is a stage between childhood and adulthood [10-19] when a person goes through physical emotional and social changes.

ASSUMPTIONS- the study assumes that-

- Adolescence has less knowledge regarding hysteria.
- Structured teaching program will be effective among adolescent.

DELIMITATION: -

The study is delimited to,

- 4weeks period for data collection
- Adolescents aged 14 to 17

CONCEPTUAL FRAMEWORK:

The conceptual framework for this study was derived from the general system theory with input, throughout, output and feedback. This was first introduced by **Ludwig Von Bertalanffy in 1968.**

RESEARCH APPROACH: A quantitative research approach was used in present study

RESEARCH DESIGN: pre-experimental (one group pre-test- post-test design)

Independent variable: In Present study the independent variable is structured teaching program regarding the knowledge of hysteria

Dependent Variable: In the present study the dependent variable is knowledge of hysteria knowledge of adulthood regarding the knowledge of hysteria

Extraneous Variables: In the present study the socio demographic variable include age, gender, religion, Area of residence, types of family, occupation, income, relation with family.

RESEARCH SETTING OF THE STUDY: The study was conducted at SGRR SCHOOL Bombay Bagh Dehradun the school contains both male and female students

POPULATION: The target population of the study consists of adolescence student of SGRR School Bombay Bagh Dehradun.

SAMPLE: The adolescence student in the age group 10-19 year-old of the SGRR School, Bombay Bagh Dehradun.

SAMPLE SIZE: The total sample size for the study is 60 adolescent students of SGRR School, Bombay Bagh Dehradun.

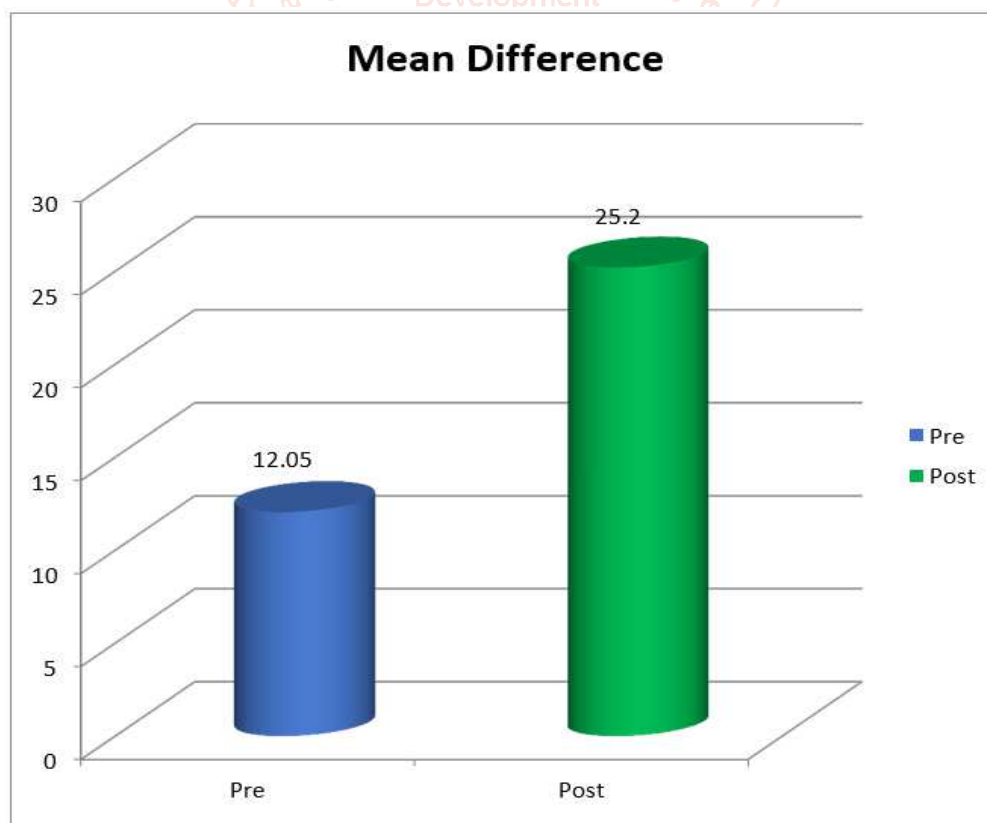
SAMPLING TECHNIQUE: The convenient sampling technique is used for the study.

RELIABILITY: Reliability is the consistency of your measurement or the degree to be an instrument measure the same way each time it is used under the same condition with same subjects. After trying out 10 adolescent student the reliability tool was established which was 0.7 that's mean the tool was reliable of the study.

ASSESSING THE EFFECTIVENESS OF STRUCTURED TEACHING PROGRAM REGARDING KNOWLEDGE OF HYSTERIA

Level of Knowledge Regarding Hysteria	Pre-Test		Post Test	
	Frequency	Percentage	Frequency	Percentage
Inadequate Knowledge (0-10)	29	48.33%	00	00%
Moderate Knowledge (11-20)	30	50%	0	00%
Adequate Knowledge (21-30)	01	1.67%	60	100 %

In pre-test (48.33%) of adolescence had inadequate knowledge, majority of them (88.33%) had moderate knowledge and no one had adequate knowledge. After giving structure teaching program on knowledge of hysteria the post test was taken. The post test revealed that no one had inadequate knowledge, most of them (00%) had moderate knowledge and almost half of them (100%) had adequate knowledge after the structure teaching program.



Bar chart diagram showing the percentage distribution of sample according to their pretest and posttest knowledge regarding hysteria.

MEAN, STANDARD DEVIATION AND PAIRED “T -TEST” Value of the pre and post-test:

Group A	Mean \pm SD	t-value	P- Value	Result
Pre	12.05 \pm 3.78	24.818	0.001	significant
Post	25.21 \pm 1.18			

Comparison within Group A showing Mean \pm SD of Main study ranges at Pre and post score measurement. To analyse the difference in the main study within groups paired t test was used. The difference in main study scores pre-Mean & SD 12.05 \pm 3.78 and post Mean & SD 25.21 \pm 1.18.

DISCUSSION

OBJECTIVE 1- To assess the knowledge regarding hysteria among adolescence students in shri guru ram rai public school Dehradun.

In pre-test (11.66%) of adolescence had inadequate knowledge, majority of them (88.33%) had moderate knowledge and no one had adequate knowledge.

OBJECTIVE 2- To evaluate the effectiveness of structured teaching program regarding knowledge of hysteria among adolescence student

After giving structure teaching program on knowledge regarding hysteria, post-test was taken. Post test reveal that no one had adequate knowledge.

OBJECTIVE 3 - To determine association between post test score with their selected socio demographic variables.

Analysis of the data shows that there was no association found between post-test with their demographic data such as as age, gender, religion, area of residence, types of family, occupation, relation with parents, monthly income, regarding knowledge of hysteria among adolescence student.

MAJOR FINDING OF THE STUDY:**Demographic variables:**

Majority of students in age group of 16-19 is 30%, in the gender female is 40%, in religion Hindu is 50%, area of residence urban is 45%, in types of family nuclear family is 48%, in occupation of father is private employee is 40% and in mother also private employee is 30%, relationship with parents is distance is 30%, income of family is 30-40k is 30%.

Level of knowledge score: In pretest few of adolescents had inadequate knowledge majority of them had moderate knowledge and no one had adequate knowledge after giving structure teaching program on knowledge regarding hysteria posters was taken the post-test revealed that no one had inadequate knowledge most of them had moderate knowledge and almost half of them had adequate knowledge after structure teaching program

Association: There was no significant association between post -test with their demographics variable such as age, gender, religion, area of residence, types of family ,occupation of family, income of family ,and

relationship with parents Related to knowledge of hysteria among adolescent student at significance level of 0.005

NURSING IMPLICATIONS:**NURSING PRACTICE:**

Nurses can use the insights from the study to develop targeted educational interventions for adolescents and their families. By understanding the effectiveness of structured teaching programs, nurses can design and implement similar programs to improve patient knowledge and management of hysteria.

NURSING EDUCATION: Nursing education programs can integrate findings from the study into their curricula to emphasize the importance of mental health education, specifically on conditions like hysteria. This can help future nurses be more prepared to address such issues. The result of the study shows that the structure teaching program is effective and the nurse educator will apply this knowledge in creating awareness regarding hysteria and its preventions among adolescent student.

NURSING ADMINISTRATION: Nursing administrators can utilize the study's evaluation methods to assess the effectiveness of existing educational programs and interventions within healthcare settings. This can help ensure that programs are achieving their intended outcomes and making a positive impact.

NURSING RESEARCH: The study's design and methodologies can serve as a reference for future research. Researchers can adopt or adapt these methods to evaluate other educational interventions or mental health topics, contributing to the body of evidence in nursing research.

The study's outcomes can identify gaps in current knowledge and suggest new research questions. For instance, researchers could explore the long-term effects of educational programs on mental health outcomes or investigate other mental health conditions in similar settings.

LIMITATIONS: The study is limited to:

- The Sri Guru Ram Rai Public School Bombay Bagh Dehradun
- Sample size 60 Only

- If participants are selected from only one school, the results may not be applicable to students from other schools or regions.

RECOMMENDATIONS:

- The same study can be repeated with large samples
- the study can be done on any age group of people
- comparative study can be done in rural and urban schools

CONCLUSION:

Paired “t” test was used to find out the main difference between pretest and post-test the calculated t” value is 24.818 found more than table value add 0.05 level of significance hence null hypothesis was accepted which that revealed post score was more than a pretest knowledge score which was due to structure teaching program on knowledge regarding hysteria.

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